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ABSTRACT

This article investigates the impact and necessity of multicultural training in administrator-preparation programs, and the extent to which administrators can ensure that teachers honor diversity. The importance of the quality of the administrator's training is emphasized. Dimensions of multicultural education may include content integration, knowledge construction, and the generation of a common or shared culture. The stages of multicultural development can be described as awareness, acceptance, and affirmation. The signs of an administrator's effectiveness include the effort to hire a multicultural staff and faculty, the successful funding of cultural diversity programs, the positive and constructive way in which diversity is respected, and the design of the program as year-long and schoolwide. Four levels of integration of critical pedagogy can be used: the Contributions Approach, the Additive Approach, the Transformational Approach, and the Social Action Approach. Goals can include educational equity, empowerment, cultural pluralism in society, understanding and harmony, expanded knowledge of cultural and ethnic groups, and an informed and inquisitive cultural perspective. Tenets may consist of the eradication of stereotypes and the recognition of no single correct interpretation of history. The typologies of multicultural programs include those that are content-oriented, culturally responsive, student oriented, or oriented to social action. An A to Z list of reminders is offered. (Contains 41 references.) (AUTHOR/RKJ)

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"Diversity Education in Administrator Training: Preparation for the 21st Century"

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Abstract

This article investigates the impact and necessity of multicultural training in administrator preparation programs. The impetus centers on the reality of the changing face of the school administrators must be able to make decisions based on the knowledge and understanding of the various diverse groups. The article also attempts to gauge the extent by which administrators are able to assure a smooth operation by making certain that classroom teachers utilize instructionally appropriate approaches in working with culturally different students.

According to the National Center for Education Statistics' (2000) report, minority students comprise 37% of the total public school population in 1998, an increase of 15% since 1972. With the continuing rise of minority students, it is imperative that the educational system is prepared to meet the learning needs of a culturally diverse population. A central question here is: Whose role is it to ensure that these students are given an equal opportunity to learn? Along with the many other responsibilities, it is the role of school administrators. In fact, NCATE Leadership Standard (7.4) defines this particular role when it states that school leaders are to "promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation." Principals are not only expected to promote, but to also make certain that a school-wide multicultural education program is implemented (Manning & Baruth, 1996). Administrators must construct "an empowering school culture" by "creating a learning environment in which students from diverse racial, ethnic, and social groups believe that they are heard and are valued and experience respect, belonging, and encouragement" (Parks, 1999, p. 4; Banks, 1993).

The manner in which principals respond will determine the success or failure of the program. Just as classroom teachers have a considerable impact upon their students' conduct and attitude concerning cultural diversity, school administrators have an even greater one (Irwin, 1999). If principals do not support the multicultural education program at their schools, then the teachers, staff, students, and parents are also affected. This means that without the full support of the administrator, the program is more likely to fail (Manning & Baruth, 1996).

Aspiring administrators are expected to become knowledgeable of multicultural issues and become people who show a "profound respect for and encouragement of diversity where important differences between children and adults are celebrated rather than seen as problems to remedy" (Barth, 1990, p. 10). One method of preparing educational administrators to work with an ever-changing school population is for colleges and universities to include multicultural education courses in their graduate curriculum. Hansman et al. (1999) recommended that the courses should "stimulate active discussion, listening, and understanding among students" (p. 2). These courses, according to Troutman (1997-1998), would enable aspiring administrators to appreciate their own values, attitudes, and cultures, which would then allow them to better understand the values, attitudes, and cultures of their faculty, staff, and students. In these courses, they would be given the opportunity to "confront their own fears and learn to discuss race and racial issues openly" and to deal positively with the entire school community's feelings and beliefs about multicultural issues (Manning & Baruth, 1996, p. 295). Knowledge gained from such discussion would help them, along with their faculty, to create a school environment where all students, regardless of their gender, race, culture or social class, would have an equal chance of obtaining a quality education (Troutman, 1997-1998). Without being knowledgeable of multicultural issues, school administrators may find it difficult to expect their teachers to integrate topics concerning these issues into their lessons (Midobuche, 1999).

The administrator should accept the challenge of increasing diversity and remain committed to a vision of education, which is just from a social perspective. Chances are

that a teacher might see a multicultural classroom as a problem due to increased complexity in the student body. An informed administrator will recognize a culturally diverse classroom as a resource to be developed. As a person who is an educational leader in more ways than one, it is the administrator who can and should help teachers appreciate cultural diversity in their class.

Dimensions of Multicultural Education

Troutman (1997-1998) suggests that educational administrators employ the dimensions of multicultural education as guidelines for the implementation of a cultural diversity program (Banks, 1994). The first dimension is content integration. It involves the inclusion of "examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject areas or disciplines" (Banks, 1997; Troutman, 1997-1998, p. 10). The role of school administrators is to motivate classroom teachers to incorporate racial and cultural content into the entire curriculum (Troutman, 1997-1998).

Banks (1994), second dimension is the knowledge construction. This is a process which "consists of methods, activities, and questions teacher's use to help students understand, investigate, and determine cultural assumptions, frames of reference, perspective, and bias that influence the ways in which knowledge is constructed." Educational administrators must ensure that teacher's aide their students in comprehending how knowledge is constructed and how it is affected by race, culture, and social position (Troutman, 1997-1998, pp. 12-13). Prejudice reduction "describes the

characteristics of students' racial attitudes and values." Education leaders should initiate promotion and implementing cultural diversity programs that "promote positive interactions and cooperative learning activities" (Troutman, 1997-1998, pp. 13-14).

An equity pedagogy occurs when educators use "instructional techniques that promote cooperation and include the learning and cultural styles of diverse groups" (Banks, 1993; Parks, 1999, p. 4). Administrators must make sure that teachers accommodate the learning styles of a diverse student population (Troutman, 1997-1998).

The final dimension of multicultural education is implemented by generating a common or shared school culture, which draws on the ethos of students. It involves creating an educational environment ensuring that all students will enjoy an equal education (Banks & Banks, 1995). The educational administrator's role is to evaluate "tracking and grouping practices, labeling practices, sports participation, ethnic turf, and gifted programs" in order to develop a school community which promotes equality (Oakes, 1985; Troutman, 1997-1998, p. 14).

Stages of Multicultural Development

Awareness stage is the first element in the process of multicultural development. Such awareness is derived from the race and culture of others, but is generated in such a manner as to comprise a general culture. At the acceptance level, administrators acknowledge the origins of their own ethnocentric views and attain impartiality in their perception of other cultures. The last stage is affirmation. People, at this stage, use the skill learned in the previous stage and frequently facilitate and act as a liaison between

cultures. They are now able to affirm the cultures of others (Nieto, 1996; Banks, 1987; Tatum, 1994; Bennet, 1999; Middleton, 1999; Gudykunst & Kim, 1984).

Administrator Effectiveness and Approaches to Multicultural Curriculum Reform

There are signs that will allow the administrator to determine whether or not his/her school's multicultural education program is effective. One sign would be a faculty and staff whose knowledge and activity are reflective of the diverse population of the students. It is important for the student to come in contact with educators who share their culture. The administrator should strive to hire a multicultural staff and faculty. It is expected of the school administrator to be an example of knowledge and appreciation of others by valuing the cultural diversity of the entire school community, which includes the students and their families. Then educational leaders, along with their staff and faculty, can endeavor to present students with successful cultural diversity educational experiences. Of course, it is the responsibility of the administrator to obtain the finances needed for the program. A school–wide year-long program should be reflected in the whole learning environment. The school administrator should be the chief supporter of the multicultural education program and be receptive to encouraging all families to share their opinions and comments. Student diversity is accepted and respected rather than "remediated or eliminated." Moreover, the administrator must also be constantly aware of assessing the staff and faculty's attempts to institute an effective multicultural education program in a constructive manner. The administrator orchestrates the staff and

faculty to a mutual objective of acknowledging and "building" upon cultural diversity (Manning & Baruth, 1996; Troutman, 1997-1998, p. 16).

Since the school administrator is responsible for assuring that the school incorporates a multicultural approach to reaching and teaching all children, teachers must be made aware of the approaches to multicultural education as a way of permeating the curriculum and instructional strategies used in the school. James Banks (1994) developed a model describing the levels of integration of critical pedagogy that can be used in curriculum reform. The approaches to multicultural curriculum reform in teaching include: The Contributions Approach (Level One) in which the focus is on heroes, holidays, and discrete cultural elements. The Additive Approach (Level Two) is content, concepts, themes and perspectives that are added to the curriculum without changing the structure. The Transformational Approach (Level Three) focuses on the structure of the curriculum changing to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups. Lastly, the Social Action Approach (Level Four) in which students made decisions on important social issues and take action to help solve them.

In order for teachers to create and maintain a multicultural setting, Davidman and Davidman (1994) identified six interrelated goals for multicultural education:

- Educational equity
- Empowerment of students and their parents
- Cultural pluralism in society

- Intercultural/interethnic/inter-group understanding and harmony in the classroom, school, and community
- An expanded knowledge of various cultural and ethnic groups; and
- The development of students, parents, and practitioners whose thoughts and actions are guided by an informed and inquisitive multicultural perspective.

Administrative Leadership and Novice Teachers in Multicultural Instruction

Instructional leaders must make certain that all teachers including the novice teacher incorporate multicultural instruction in lesson preparation. A way for this to occur is to provide strategies that the novice teacher may easily relate. Greta K. Nagel (1998) in her research cited strategies for multicultural teaching from A to Z. The strategies are as follows:

A - Asses fairly in multiple ways

B – Believe in students

C - Appreciate cultural backgrounds of all

D – Understand language development

E – Provide effective feedback

F – Promote family participation

G – Group flexibility

H – Help develop social skills

I – Use interactive strategies

J – Teach justice and care

K – Know your students

L – Make lessons comprehensible

M – Promote meta-cognition

N – Have students negotiate meaning

O – Provide equal opportunity for success

P – Reduce prejudice. Understand privilege

Q – Question for high-level, critical thinking

R – Read multicultural literature

S – Elicit student goals and ideas

T – Align texts to children's needs

U – Promote understanding of other's ways

V – View the globe as our home

W – Provide a win-win atmosphere

X – Hold high expectations

Y – Reflect upon your own culture

Z – Hold zero tolerance for putdowns

Compelling Evidence for Training School Administrators in Multicultural Education

As the globe continues to shrink, the imbalance between the racial/ethnic population become more disproportionate and the composition of the teaching force remains predominantly white, middle class, female,(Smith-Davis, 1995), it is encumbered

upon colleges and universities to train school administrators in effecting change in schools. With the increasing number of diverse students, strategies must be designed to educate all students in an atmosphere that will encourage respect and enhance student achievement. In order for this to occur, teachers must be prepared to reach and teach all students no matter what the differences.

Although there is a dire need to increase the pool of teacher applicants of color, not a significant number is going into teaching (Singh, 1996). The lack of personnel from diverse racial/ethnic groups creates conditions that detract from building a successful multicultural society and excellence in education for all students (Smith-Davis, 1995). Even fewer educators of color chose to seek a position in school administration. For those who chose school administration, training programs must have as its goal to provide to those individuals the experiences they will need in order to develop competencies in assisting teachers with providing effective instruction to students from diverse racial, ethnic, cultural, and linguistic populations. Prospective school administrators should adhere to the tenets of multicultural education as proposed by Cooke (1992), which consist of (a) improving the educational performance of every student, (b) offering a diversified curriculum that presents the views of many peoples, (c) achieving relevance through the curriculum by analyzing different cultural viewpoints, (d) eradicating racial/cultural/religious stereotypes, (e) emphasizing that there is no single correct interpretation of history, and (f) understanding cultural similarities and differences and encouraging individuals to broaden their own cultural perspectives.

The dilemma in administrator training programs is that multicultural education in the preparation of administrators typically is not integrated in a consistent manner. National standards encourage administrator training programs to incorporate diversity training or exposure in course content. Evidence does not indicate that school administrators receive the kind of training to adequately maintain a multicultural environment. It is clear that school administrators must take a strong position in requiring that their teachers not only be knowledgeable about issues of diversity, but also actually incorporate these concepts into their teaching (Midobuche, 1999). Diversity training for administrators can have an impact upon every aspect of a school's operation: staffing, curriculum, tracking, testing, pedagogy, disciplinary policies, student involvement, and parent and community involvement (Nieto, 1992).

A Knowledge Base of Cultural Diversity Typologies

A typology may be useful for the school administrator in providing a framework for thinking about the many diverse groups in the school as well as for creating a base of reference for what can be done to address numerous student differences. The typology presented is comprised of programs that are based on their emphasis area.

I. **Content-oriented programs**—content-oriented efforts are the most common and immediately recognized variety in multicultural education. The goal is to include content about different cultural groups in the curriculum and educational materials in order to increase students' knowledge about the various groups (Sleeter and Grant, 1993). This type of program, in its simplest form, adds a dimension to a standard curriculum by incorporating a few short

readings or a few in-class celebrations of cultural heroes and holidays within the year. This type of program has three goals:

*to develop multicultural content throughout the disciplines

*to incorporate a variety of different viewpoints and perspectives in the curriculum; and

*to transform and develop a new paradigm for the curriculum.

II. **Culturally Responsive Curriculum**—discourse about culturally responsive or culturally relevant curriculum (CRC) takes place within the context of strategies for improving academic performance and enhancing self-esteem among students whose racial, ethnic, or language heritage differs from that of the Anglo-European population (McCarthy, 1994). Many educators have expressed the belief that this type of curriculum benefits all students (Series Looks, 1993). The characteristics of an effective cultural responsive curricula are:

*CRC is integrated and interdisciplinary. (Scherer, 1991-1992); Chisholm, Laquer, Hale, Sheorey, & McConville, Jr.1991; Spears, Olivers, & Maes, 1990). It does not rely on one-time activities, "add-on" units or "sprinkling" the traditional curriculum with a few minority individuals.(Hilliard, 1991-92; Series Look, 1993).

*CRC is authentic, child-centered, and connected to the child's real life. It employs materials from the child's culture and history to illustrate principles and concepts (Dickerson, 1993).

*CRC develops critical thinking skills (Series Look, 1993).

*CRC often incorporates strategies that utilize cooperative learning and whole language instruction, include self-esteem building, and recognize multiple intelligences and diverse learning styles (Series Look, 1993; Association for Advancement of Health Education, 1994).

*CRC is supported by appropriate staff development and pre-service preparation (Coballes-Vega, 1992; Spears. et al., 1990).

*CRC is part of a coordinated, building-wide strategy (Sleeter, 1992).

III. **Student-Oriented Programs** – student-oriented programs are intended to increase achievement of diverse student groups, even though they do not involve extensive changes in the content of the curriculum (Banks, 1994). These programs can be outlined in four broad categories:

- programs that use research into culturally-based learning styles in an attempt to determine which teaching styles to use with a particular group of students;
- bilingual or bicultural programs; and
- special math and science programs for minority or female students. Many student-oriented programs can be viewed as compensatory in nature (Banks, 1994).

IV. **Socially-Oriented Programs** – These programs seek to reform both schooling and the cultural and political contexts of schooling. According to Banks (1994), this category of program encompasses not only programs designed to restructure and desegregate schools, but also programs to increase all kinds of contact among races: programs to encourage minority teachers, anti-bias programs, and cooperative learning programs.

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